

FRANKLIN, MASSACHUSETTS

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# Annual Report

... of ...

## School \* Committee

Together with Eleventh

... Annual Report of ...

Superintendent of Schools



1901-1902



ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE

OF THE TOWN OF

FRANKLIN, MASS.

FOR

THE YEAR ENDING JANUARY 31,

**1902.**

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COMMITTEE :

AMBROSE J. GALLISON,	TERM EXPIRES	MARCH,	1902
WILLIAM A. WYCKOFF,	"	"	1903
JOSEPH P. BASSETT,	"	"	1904

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IRVING H. GAMWELL, SUPERINTENDENT.



# Report of the School Committee.

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## REPORT OF SUPERINTENDENT.

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TO THE SCHOOL COMMITTEE OF FRANKLIN :

GENTLEMEN :—This annual report, the first which I have the honor of submitting to your consideration, will aim to be a true account of matters of interest and importance affecting the public schools of Franklin, avoiding, so far as proper, the discussion of abstract educational themes.

**Official Changes.**—Early in the year Mr. E. D. Daniels resigned the superintendency and was succeeded by the present incumbent on March 4. Teachers have resigned as follows: to accept better positions, 3; to marry, 3; to resume study, 1; from “nervous exhaustion”, 1; for incompetency, 1. To all vacant positions well qualified teachers have been elected, being chosen solely on considerations of individual merit. The new appointees are either normal school or college graduates, and have had, in nearly every instance, previous experience.

**Opening of a New School.**—Congested conditions made it necessary last September to open another school. The direct cause was the customary annual promotion of pupils from Nason Street to School Street. Under the old plan Grades VI and VII at the Thayer School would have numbered 73 pupils—more by far than the room which they

occupy could accommodate. To relieve the situation a vacant room at Arlington Street was utilized. As three fourths of Grade IV at Nason Street came from beyond the railroad, that grade was transferred entire to Arlington Street, and Grade V at Nason Street occupied the room thus vacated, instead of joining Grade VI in another room. Thus it became possible to open at Nason Street, in the room with Grade VI, a seventh grade instead of sending the latter to School Street as formerly.

This arrangement, beside accomplishing the purpose for which it was made, carries with it four incidental advantages:

(1) Pupils can now enter the Horace Mann School direct from the Nason Street School. This puts the latter on a nearer equality with the William M. Thayer. (2) In going to and from school the children transferred to Arlington Street no longer have to cross the tracks, nor do they have so far to travel. (3) As the new school at Arlington Street was small, an over-crowded third grade at Nason Street was relieved by sending to Arlington Street such of the children as belonged in the latter district. They too get the benefit of shorter distances and of attending school on the side of the railroad on which they live. (4) A fourth grade at School Street—larger than could there be provided for—was sufficiently reduced by assigning one portion of it—that coming by the Northwest barge—to Nason Street, in the room with Grade V.

As a result of these transfers, the William M. Thayer School has, as before, Grades I-VII inclusive; the Nason Street School Grades I-VII inclusive; and the Arlington Street School Grades I-IV inclusive. Whether this arrangement can hold for another year remains to be seen. If a similar situation again arises, it will be harder of solution, as every available room (outside of the district schools) is now occupied.

**The Primary Schools.**—Conditions are, on the whole, more satisfactory in the primary schools than in any of the others. Reasons therefor are not far to seek. Reform in elementary education has nowhere been more telling than in the lowest grades. Instruction there is largely objective—

*i. e.*, addressed to the mind through the eye. Few text books are required, and those which are used are for the most part models of their kind. Children learn mainly by doing. The child himself is at that artless, eager, self-consciousless age when he willingly follows the guidance of a teacher. Parents, too, are seemingly most interested when their little ones first break from home to enter the life of the school. These facts combine, among themselves and with yet others, to make the modern primary school more ideal, generally speaking, than any other in the system. The same methods, properly selected, adapted, and applied, would go far toward solving certain of the problems which exist in the more advanced grades.

Our present duty toward our primary schools—in charge of which is an earnest and efficient corps of teachers—is to enrich them in quantity and variety of working material—particularly reading matter. Aside from this no serious problem presents itself.

**Reading, Writing and Arithmetic.**—The old education laid great stress on “the three R’s”—Reading, Writing and Arithmetic. If writing is understood to include English composition as well as simple penmanship, the emphasis was not misplaced. Nor has the time yet come to shift it. Now, as then, mastery of these branches is of fundamental importance. New subjects must indeed be introduced, but they should neither displace nor subordinate these three.

We are not, however, to cleave to former **METHODS**. These were extremely arbitrary and mechanical, and therefore, in so far, wrong. It is the task of modern education, while preserving to these subjects their old-time prominence, to reform their treatment.

Do the children of Franklin learn to read, write and reckon? Yes—though not with the facility, which, in the time allotted to these subjects, they ought to acquire. But neither the teacher nor the learner is wholly to blame.



In reading, for example, we make a serious mistake in not providing a drill-book. By this is meant a reader containing a variety of well-chosen extracts in prose and poetry, and so planned that reading can be made a STUDY in the same sense in which Arithmetic or Geography is. Yet not one of our grammar schools has such a book. Instead we set our children to reading complete pieces of literature without at the same time giving, or having given, them formal drill in reading as such. In fact the books which we are using were never designed to take the place of the technical reader (as they have done) but simply to accompany it. Supplementary reading has its place, but its function is, not to supplant, but to supplement, the drill-book. Whether there should be a regular reader in every grade where the subject is taught may, perhaps, be doubted. But it is certain that in the lower schools, where the basis for all subsequent reading is laid, there should be a supply of such books. Until these are provided, results in reading will not be what they should.

With regard to the teaching of English, educators are much at sea. Few have yet sighted land. Fixed opinions are almost as rare here as they are common elsewhere. But can there be much doubt that incessant reading and writing, properly supervised, is the price of good English? A conviction to this effect has recently led to the inauguration of the following scheme: Each child in and above the fifth grade writes eight or ten lines of original English each day—an amount so small as not to discourage his ambition, nor to overtax his capacity. The paper is corrected by the teacher and then rewritten by the pupil. All the work is preserved by the child as an index of his progress, and for the inspection of others. As to the wisdom of the experiment time alone will tell, but present indications promise well. It is hoped that an equally good plan may be devised to keep the pupils in constant touch with good reading.

Results in Arithmetic are far from satisfactory, but the teaching of this subject in our schools is in a somewhat transitional stage, owing to the introduction of a new and novel series of books a little more than a year ago. Judg-



ment must therefore be suspended until they have had a fair trial. This, however, can be said—that the spiral plan of teaching this subject, as applied by the author of these books, *ought* to train up a class of ready and accurate young arithmeticians.

**Equalization of Like Grades.**—It seems plainly desirable that, in a given community, grades which are alike in number should be so in fact—e. g., one fourth grade should be on a par with another fourth grade. Perfect equality, however, is of course impossible. Schools differ in locality, in the quality of their pupils, in their favor with the public, in the efficiency of their teachers, in being graded and ungraded, etc. Over such circumstances we have limited or no control. But there are respects in which general uniformity can be maintained. There can be a common course of study, identity of text-books, mutual understanding of the ends to be realized and use of like methods in attaining them, even distribution of books and supplies, of special teachers' time, and of general attention from school authorities. Impartiality alone would approve a course of non-discrimination, but in Franklin there are additional reasons for it. The class which will next year enter the Horace Mann building is now fitting at four different schools. Unfortunate if it shall represent as many different stages of preparation! Increase in school population, without corresponding increase in school accommodation, makes it more and more necessary to ignore established district lines and send pupils where they can find room. Thus the wisdom of grade-equalization again becomes apparent.

During the year effort has been made to eliminate some of the inequalities which have been found to exist. A faithful continuance of this policy is recommended.

**School Attendance.**—A never failing, but ever important topic for remark is the matter of school attendance. Is it punctual? Is it regular? Are absence and tardiness always necessary? Or is there a general spirit of laxity in the matter?

Inspection of the teachers' registers discovers many marks for absence, some for tardiness. What is the reason? Sickness does not explain all. Truancy accounts for almost none. Few, if any, of our children are positively addicted to this vice, as the subjoined report of the truant officer shows:

TO THE BOARD OF SCHOOL COMMITTEE OF THE TOWN OF  
FRANKLIN:

For the year ending January 31, 1902, I have investigated eighteen cases of alleged truancy or absence from school without excuse. I found only two cases of truancy. In the other cases the children were absent but for a short time, either from sickness or other good cause, and with the knowledge of their parents.

Respectfully submitted,

JEROME B. FITZPATRICK,

Truant Officer.

(The "two cases of truancy" above referred to are traceable to a single boy who has since left our schools.) The reason for our absence and tardiness marks is mainly to be found in the ignorance, indifference, or carelessness of certain parents toward the school attendance law. Extracts from that law follow. May they receive the careful reading and faithful observance which they merit:

"Every child between seven and fourteen years of age shall attend some public day school in the town or city in which he resides during the entire time the public day schools are in session," (provided his physical and mental condition do not prevent, and provided he is not attending an approved private school, or elsewhere receiving satisfactory instruction in the branches required by law.) "Any person having under his control a child between seven and fourteen years of age who fails for five day sessions or ten half day sessions within any period of six months while under such control, to cause

such child to attend school as required by section twelve of this act, the physical or mental condition of such child not being such as to render his attendance at school harmful or impracticable, upon complaint by a truant officer, and conviction thereof, shall forfeit and pay a fine of not more than twenty dollars."

This is the law, not of a school committee, but of the state. Local authorities are simply entrusted with its execution. Plainly, *in the eyes of the law*, absence from school during the compulsory age, is only excusable when occasioned by (1) the physical disability of the child, (2) the mental disability of the child. Absence for any other consideration—whether personal, domestic, social, religious, or other—is contrary to the law. And any person who fails, except for the two reasons enumerated, to cause the child for whom he is responsible to attend school becomes, in every instance, a breaker of the law, and, when the offence has been sufficiently repeated, must pay a fine of not more than twenty dollars. Such is the rigor of the law.

The progress of the individual and the welfare of the school alike demand constancy of attendance. A pupil irregularly present not only becomes a loser himself, but thwarts the best interests of the others. From the standpoint of the state the case is equally strong. Republican government presupposes intelligent citizenship. The commonwealth therefore does not leave children to the exclusive control of their parents. In them it beholds its coming citizens and, *in its own interest*, insists that, between the ages of seven and fourteen years, they shall attend the schools it provides, or obtain an equivalent education elsewhere. Fathers and mothers are urged to recognize this political aspect of the child as well as the strictly parental.

In the light of the foregoing, it is hoped that parents and guardians will see the wisdom of the school attendance law and, by compliance with it, render its outward enforcement needless.

**Material Conditions.**—The physical in education has been slow of recognition. The thought has seemed to prevail that, since the work was mainly mental, the external conditions under which it was performed were of slight consequence. The late President Garfield is reputed to have defined his idea of a university as “a log with the student at one end and Mark Hopkins at the other.” That simile is perfectly correct so long as it is confined to the fixed and vital truth which it was intended to embody, viz., that the essential thing in all teaching is character. No matter how meagre the equipment and mean the environment, they cannot obliterate the force of personal worth; nor, if that be wanting, can the most lavish supplies and splendid surroundings make up for the defect. Under any and all circumstances the one thing needful is the true and living teacher.

But this is not to say that material conditions are of no account. Without suitable provision here teachers cannot do their best work, nor can pupils reap the fulness of benefit which is their due. Not to mention our urgent needs along the line of technical supplies—such as books, globes, maps, paper, etc.—our schools require attention in the more common matters of repair and service. *Blackboards* in more than half of the rooms outside of the Horace Mann are in poor condition. *Curtains* are out of order, outworn or wanting. *Walls* are dingy, discolored or barren of ornamentation. *Ceilings* are dusky and need whitening. *Floors* need repairing or relaying. *Seats* are too high. In numerous cases the children’s feet do not touch the floor. Adjustable furniture should be provided. *Artificial light* is positively demanded where rooms, which are naturally dark, become injuriously so during the short days. *Cleanliness* is neglected. Floors and windows are not often enough cleaned. Sixty-eight cents per room is the average weekly wage paid for janitors who are hired for partial time. Can requisite service be had for that sum? Assistance should be given—at least for a portion of the year—to the janitor in charge of the Nason Street and School Street buildings. These

schools are so far apart, and contain so many rooms, that one man cannot reasonably be expected to give proper attention to fires, cleaning and other duties, during the season of cold weather, bad yards and short days. As a further aid to cleanliness should not every building be provided with a sink, or with sinks, and all proper appurtenances thereto?

The foregoing are not matters of luxury, nor yet of moderate convenience, but the simplest demands of common necessity.

**School Yards.**—In this connection special mention should be made of that important adjunct to every complete school—its yard. As educational utilities our school yards are capable of greater service than we are now getting from them. This statement does not refer to their long established use as playgrounds, although that should receive first attention in all plans affecting the grounds about our schools. The planting of trees, and the laying of flower beds are well enough, but they should never go so far as to interfere with reasonable freedom for play. Recreation, not ornamentation, is the essential purpose of the school yard.

Present reference, however, is to a possible new use to which some of our grounds might be put. Nature-study has now become an established feature of our elementary work. It is, and must to a certain extent continue to be, carried on within the school room. But would it not be more ideal to conduct a certain portion of it out of doors? During the spring and fall unused land on the school premises offers opportunity for seed sowing and plant cultivation. The usefulness of this phase of nature study, and the child's interest in it, would undoubtedly increase as it became conducted out of doors, at first hand, and on a larger scale. The superintendent, therefore, asks to be allowed to apply suitable portions of our school yards to this purpose, and to have the soil prepared and other provision made for such experiments as the children may there be able to attempt. Fortunately all the schools but one to which this scheme would apply have yards adapted to it. The exception is Primary No. 1,—“The

Brick School." But here there is land, and such of it as belongs to the premises ought to be enclosed. This would give the children grounds distinctively their own, and would protect them from the electric cars and other passing vehicles.

Out-of-door work of this kind might also lead the children to take that pride in their external environment which many of them now feel in the room itself. Our school premises would thus present that neatness of appearance which ought to characterize every building in any sense public.

It is likewise the duty of all who preside over the management of the schools to assist in the beauty of their premises. At the three largest buildings waste barrels have been provided, and the pupils instructed to use them. They catch by far the larger part of the rubbish which would otherwise litter the yards. The fence around the Horace Mann School is its own best commentary.

**The High School.**—Changes in the teaching staff repeatedly unsettled conditions in the high school during the fall term. Of the seven teachers who were with the school at its opening in September only three remain. Those who have withdrawn we have sincerely missed—one in particular whose years of connection, fidelity of service, and refinement of influence brought positive good to the school—whose separation from it meant a decided loss. Too great praise cannot be accorded to the pupils for the steadiness and sobriety with which they have borne these disturbances, nor to the incoming teachers for the general earnestness and success with which, under rather untoward circumstances, they have prosecuted the work of their predecessors.

The schedule of studies has been somewhat recast. Following are the main features of the revision :

1. Music is compulsory for all.
2. Phonography—"short hand"—is extended from one to two years.
3. A review of common Arithmetic is prescribed for all Seniors.



4. A course in Physics to correspond with that in Chemistry has been introduced.

5. The departmental plan of teaching, so successfully employed with the four upper classes, has been extended to the first two.

6. Regular pupils are required to carry 22 recitation periods per week—enough to give them a proper amount of school and home work.

7. Physical exercise is prescribed for all girls.

8. Military Drill is required of all boys.

Perhaps there is no other practicable school exercise better calculated to secure proper carriage of the body, symmetry of movement, obedience, attention, and promptitude than military drill. But for the proper conduct of this work rifles are necessary, immediate purchase of which is earnestly requested.

Conditions of graduation have also been improved upon. Pupils are no longer required to adhere, for four years, to one fixed course of study, e.g. "the Classical," or "the English," in order to win a diploma. Instead they are simply held to the performance of a certain *quantity* of work, choice of studies being left to pupil and parent, except that a few subjects of high educational importance are required of all regular pupils. Wider range of studies without consequent forfeiture of diploma is thus afforded.

It is gratifying to report that the membership of the four upper classes is much larger than it has ever before been—having reached 100—and that the commercial department continues to grow in power and popularity. On the other hand it is to be regretted that the class which entered the building last fall has not been able to make greater progress, and that the one next above it is numerically so small.

The upper hall has been greatly improved by the introduction of electric lighting and the construction of a roomy stage—the latter the gift of the last class graduated. They could not have invested their money to our better advantage.



This hall can now be used for evening occasions as well as for regular school work which this year has to be conducted on the third floor.

Among schools the high has peculiar functions to perform. The great majority of those who attend it never carry their institutional education farther. For them, therefore, it must be, to the fullest extent possible, a finishing school. But more significant than this is the fact that its pupils are at an age when moral conceptions and conduct are beginning to assume final shape. To give right form and direction to the characters which are there crystallizing is, in a special sense, the task of teachers and studies in a secondary institution. If the public high school can render this service to its boys and girls, therein is sufficient justification for its existence, and therein, too, is good reason for the retention of children in school until they can have enjoyed its advantages.

### Following is the **Program of the Graduating Exercises of the Class of 1901:**

March,

FLORENCE ADELINE BARTLETT.

Salutatory, With Essay—The Power of Music—Past and Present,  
ALICE GRACE NIXON.

Declamation—"The Self-Taught Man," *James Lane Allen*  
JAMES ALEXANDER MUNROE.

Song—"The Gondolier," *Donizetti, arr. by Marshall*  
CHORUS OF YOUNG LADIES.

Essay—The Influence of Good Literature,  
GENEVIEVE ROSE ALLEN.

Essay—The Recent Troubles in China.  
EDWARD LESLIE GRANT.

Song—"The Heavens Are Telling," *Haydn*  
THE SCHOOL.

Essay, Children's Stories—What They Are and How to Tell Them,  
EDITH LOIS METCALF.

Essay—A Study of Two Shaksperian Characters, with valedictory.  
LINNA MAUDE FERRER.

Presentation of Diplomas,  
DR. A. J. GALLISON—CHAIRMAN OF SCHOOL COMMITTEE.

Song—"Farewell to the Forest," *Mendelssohn*  
THE SCHOOL.

Address to the Class,  
REV. A. H. WHEELOCK.

ACCOMPANIST—ALICE GRACE NIXON.

CLASS MOTTO—"TOUT BIEN OU RIEN."

CLASSICAL COURSE.

Genevieve Rose Allen,  
Vera Frances Dailey,  
Linna Maude Ferrer,  
Edward Leslie Grant,  
Edith Lois Metcalf,  
May Virginia Neelon,  
Alice Grace Nixon.

ENGLISH COURSE.

Emily Maria Aldrich, † George Williard Estey.

COMMERCIAL COURSE.

Elpha Frances Darling,  
May Agnes Fitzgerald,  
Delia Maria Morrissey,  
James Alexander Munroe,  
† Frank Leo Sullivan.

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† Partial Course.

**Teachers' Salaries.**—Teachers' salaries have remained practically unchanged outside of the high school. Here there has been a readjustment, securing greater uniformity of wages, and some economy to the town. But the whole matter demands attention in two chief respects, (1) Increase, (2) Gradation.

The teachers are underpaid. The average monthly wage of female teachers in the public schools of Massachusetts, as last computed by the State Board of Education, is \$52.75, and the average has been constantly rising. During the last ten years it shows an increase of \$6.23. In Franklin, where six sevenths of the teachers are women, the average monthly wage of female teachers is \$41.80, but the *majority* receive \$40.00 or less per month. Ought we to be so far behind the average throughout the state, to say nothing of towns which equal or exceed it?

To be sure we have many good teachers, but they do not all remain here by virtue of their wages. Outside considerations—such as family ties—hold many. Fortunate for us that this is so—unfortunate that we cannot retain them all.

In the next place, the salaries should be graded. In each instance there should be a minimum, a maximum and a fixed scale of increase. It is poor policy to begin teachers at maximum pay, but where salaries are so low it is almost impossible to secure them for less. The incentive to teachers if they realize that financial advance is in store for those who merit it, and the advantage to committees if they can grant or withhold increase of salary, must be plain to all. So also must be the depressing influence of a low wage-limit, soon reached and never raised.

What shall constitute a proper minimum, maximum, and rate of increase is left for subsequent settlement. As a first step in this direction, however, an advance, in all cases where it is deserved, of at least one dollar per week in the salaries of the grade teachers is strongly recommended.

**Teachers' Reports.**—The teachers below the high school have recently reported in writing concerning conditions and needs in their respective schools. Scant supplies and needed repairs—this is the dominant note, and any one who is unprejudiced and informed cannot but concur.

Happily the higher considerations of mind and morals are more reassuring. Below are quotations from the reports themselves :

"An excellent spirit pervades the school. . . . There is more to praise than to censure." "The children have made decided advance." "In its work and movements the school is slowly but surely improving." "The pupils are interested in their work." "With a few exceptions the children are doing very good work." "There are no children who are malicious, thus allowing us to work in harmony and love." "I can see great progress in one or two cases that seemed almost hopeless."

These are representative extracts, and there is not a discordant note. But how much greater might be our progress along these important lines if only we had a richer material environment under which to labor !

The special teachers have also reported—

Lack of material, and the need, on the part of a few teachers, of greater care in the preparation and presentation of the lesson, summarizes the report of Miss Adra R. Mason, supervisor in drawing.

Mrs. Elizabeth T. Hosmer, the supervisor in music, says : "The music in the lower grades is exceptionally good. The grammar classes are accomplishing a good amount of work. . . . but not as much as has been accomplished in some years. The reason for this is evidently that there are some new teachers in these grades, still they have been able to do much more than would have been imagined possible under the circumstances." She speaks of the need of making the work more interesting immediately after the seventh grade. Better work may here be accomplished "as it is, perhaps, the most difficult place in the several grades, still of the greatest importance." "Here the voices have the greatest changes. . . . and here is where it is most difficult

to hold the attention." She mentions that the upper classes in the high school are devoting their time to a cantata, "The Building of the Ship," instead of to miscellaneous pieces, asks for a Musical Dictionary, and recommends that the biography of great musicians be purchased and studied in connection with musical history.

**Professional Improvement.**—Teachers are allowed one day in each term for school visitation, the supervisors in drawing and music hold monthly conferences, and two out-of-town conventions have been attended.

On alternate Monday evenings the superintendent holds meetings for all teachers. Attendance is voluntary, the assumption being that all who are genuinely interested in their professional improvement, and in the welfare of the schools will take advantage of the opportunity. The willingness with which teachers attend these meetings, and the earnestness with which they support them, go far toward distinguishing those who are truly educational in spirit from those who are not.

The general theme to which we are giving our thought is—practical questions in the instruction and management of the schools of Franklin. Arithmetic, Language, Reading, Spelling and Geography come first. The fact that these subjects are taught in practically all the grades, and the fact that they constitute fully 85 per cent. of the course of study during the required eight years of schooling demand that these subjects receive sound and uniform treatment throughout the grades. To determine what that treatment shall be, as well as to quicken the thought of the individual teacher the full, free and intelligent discussion of these subjects in open meeting is well calculated. Other topics assigned for our consideration are—the marking system; the best plan for promotion; right and wrong methods of discipline; the worth of written examinations; how to develop moral ideas; how to preserve the individuality of the child; how to secure co-operation between school and home. These matters all have

a practical and vital bearing upon the management of the schools, and it is hoped that appreciable and lasting good will result from our conferences upon them.

One of our most urgent needs at present is the establishment of a teachers' reading-room or library. Educational books and periodicals are nowadays so valuable and abundant that they are quite as indispensable to the enterprising teacher as are their respective publications to the progressive physician, clergyman and attorney. No matter how distinguished the institution from which he graduated, or how excellent his record while there, no person can afford to cease professional reading and reflection after he has entered upon the work of teaching. Then more than ever should this habit be continued. But few—in Franklin very few—teachers can afford, on the small salaries received, to provide themselves with all of the educational literature to which they should have access. Nor does the public library, as a rule, furnish it. Committees also should remember that the more efficient their teachers become the better their schools will be. Money, therefore, spent in the interest of the teachers is money well invested.

The superintendent, therefore, asks for a portion of the public school appropriation for the purchase of standard educational books, magazines and papers. As for a place where this literature might be kept and used, he recommends that an arrangement be effected, if possible, whereby some portion of the Ray Memorial Library may be utilized as a Teachers' Department.

**School Laws and Regulations.**—In addition to the legislation on school attendance elsewhere referred to in this report, the following extracts from, or abstracts of, important educational laws are given :

No child under fourteen years of age "shall be employed in any work performed for wages or other compensation . . . during the hours when the public



schools . . . ' . are in session, nor be *employed at any work* before the hour of six o'clock in the morning or *after the hour of seven o'clock in the evening.*"

No child under sixteen years of age shall be employed in any factory, workshop, or mercantile establishment "without a labor certificate approved only by the superintendent of schools" (if there be one) "or by a person authorized by him."

Every child between fourteen and sixteen years of age must either attend school or have some "lawful occupation."

A teacher has authority over pupils on their way to and from school.

"No child who has not been duly vaccinated shall be admitted to a public school" unless "a regular practicing physician" certifies that such child "is an unfit subject for vaccination."

No child is allowed to attend school from "a household in which a person is sick with smallpox, diphtheria, scarlet fever or measles," or from a household exposed to contagion from the same.

"Every child under fourteen years of age" who "persistently misbehaves" in school may be committed to a school of correction.

"No person shall sell," nor (his parent or guardian excepted) "shall give, a cigarette to any minor under the age of eighteen years."

"A pupil who is not present during at least half of a session shall be marked or counted as absent for that session."

The high school shall be kept "forty weeks at least, exclusive of vacations, in each year."

Children attend school "subject to such reasonable regulations as to the number and qualifications of pupils . . . . and as to other school matters, as the school committee shall . . . . prescribe."



In this connection certain regulations of the local school committee are pertinent :

“Every pupil must come to school cleanly in person and dress, and with clothing in proper repair. In case of neglect in this matter, it shall be the duty of the teacher to send such pupil home to be properly prepared for school.”

In case of a child's absence, tardiness, or early dismissal from school (emergencies excepted), his parent or guardian is expected to furnish, either in person or in writing, a satisfactory excuse for the same.

For schools below the Horace Mann the following rule applies regarding the “no-school signal :”

If there is to be no *forenoon* session, the signal (consisting of two blasts three times separately sounded on the fire alarm, thus: — — — — —) will be blown three-quarters of an hour before the time when schools are due to begin in the morning.

If there is to be no *afternoon* session, the same rule applies. That is, schools keep in the afternoon, unless the no-school signal sounds three quarters of an hour before the time set for the beginning of *that* session.

**Statistical.**—The last census enumeration shows the following returns :

Number of boys between the ages of five and fifteen,	432
Number of girls between the ages of five and fifteen,	455
Total,	<hr/> 887
Number of boys between the ages of seven and fourteen,	298
Number of girls between the ages of seven and fourteen,	318
Total,	<hr/> 616

Comparative statistics may be reliable or misleading—reliable if based upon like methods of calculation, misleading if computed otherwise. To avoid the possibility of false

conclusions, no effort will here be made to present a tabulated comparison of all the school statistics of this year with those of last. In general it can be stated that the *total enrollment* of pupils has not materially increased. But there has been a marked change in their *distribution*. Attendance has fallen off at the primary schools but increased by as much and more in the upper grades. Now the primaries are the least expensive schools to support and cost of maintenance rises, generally speaking, as the grades ascend. Hence, although the *aggregate* attendance is not much greater this year, the fact that the middle and upper grades, where running expenses are heavier, have grown decidedly larger, has made increased expense unavoidable. It has involved, with corresponding financial outlay, the opening of a new room, and the introduction of new grades into old rooms.

Twenty-two regular and two special teachers are at present in the employ of the school department. Their personnel and assignment are as follows :

GRADES I AND II :

Rebecca Dunning,	The Brick School
Lucy E. Tower,	Nason Street School
Bertha A. Hood,	W. M. Thayer School
Margaret M. Sullivan,	Arlington Street School
Jennie G. Baker,	"Four Corners" School

GRADE III :

Pearl L. Jacobs,	Nason Street School
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GRADES III AND IV :

Ellen J. Butters,	W. M. Thayer School
Katherine C. Mason,	Arlington Street School

GRADES IV AND V :

Charles F. Frazer,	W. M. Thayer School
J. Ray Wyckoff,	Nason Street School

GRADES VI AND VII :

Isabel M. Reilly,	Principal of W. M. Thayer School
Mabel G. Folsom,	Principal of Nason Street School

### GRADES VIII—XIII INCLUSIVE (HIGH SCHOOL):

Irving H. Gamwell, Principal of Horace Mann School	
Frances E. King,	Horace Mann School
Lillian H. Favour,	“ “ “
Elizabeth M. Dunning,	“ “ “
Ethel Williams,	“ “ “
Alice L. Ward,	“ “ “
Kate E. Cousens,	“ “ “

### UNGRADED SCHOOLS:

Bertha E. Ellis,	Unionville School
Edith N. Daniels,	“ “
Clara E. Nixon,	City Mills School

### SPECIAL TEACHERS:

(Mrs.) Elizabeth T. Hosmer,	Supervisor in Music
Adra R. Mason,	Supervisor in Drawing

**The Moral in Education.**—It is sometimes alleged that the work of schools is aimless—that teaching is comparable to navigation without chart, compass or guiding star. The charge may be natural but it is not fair. No single aim can, indeed, be stated as the sole purpose in education. The training of the individual in his threefold nature, esthetic development, personal culture, preparation for society and citizenship—all these lie within its province. Nor must it fail to possess a practical or utilitarian character. Besides serving to make lives it must help to earn livings. Without doubt the ends of education are manifold, complex, and, to some extent, changeable.

But are they all of equal consequence? Is there a dead level of values? Cannot one main purpose be discovered which, in permanence and importance, transcends all the others? The chief end of education is, in the broadest and most inclusive sense of the term, the *moral*. Other objects indeed there are, some related to, others independent of, the one main consideration. But they are subsidiary, not supreme. If we can imagine the dissociation, the

world could afford to part with every other form of education before it could lose that which most directly makes for *character*.

Whatever else our schools may lack, they cannot be without teachers whose present influence and example are positively ethical, and whose memory will serve the same purpose when the ties of the schoolroom have been broken. Ethical literature—particularly, well selected biography—should be generously furnished and freely used. The language and habits of our pupils should be studied and, if in any sense immoral, corrected, as truly as are mistakes in reading, writing or arithmetic.

Formation of good character—that is the great though not the exclusive business of education. Could a teacher work for any nobler end?

**Conclusion.**—In conclusion I record my appreciation of the support of a painstaking, fairminded committee, and of the cooperation of an earnest, hardworking body of teachers—obligations for which I have had repeated occasion to be thankful during the whole course of the year.

Respectfully submitted,

IRVING H. GAMWELL.

## REPORT OF CHAIRMAN OF SCHOOL COMMITTEE.

TO THE CITIZENS OF THE TOWN OF FRANKLIN:

Your committee wish to present the following report:

The town appropriated at the last annual meeting for the support of schools,	\$16,000 00
We have received from various sources, viz., dog licenses, tuition from out of town scholars, state children, etc.,	854 62
Total,	<hr/> \$16,854 62

We have expended for teachers, janitors, transportation, fuel, books and supplies, repairs, etc., etc.,	\$16,871 27
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We had a deficit last year that had to be paid from this year's appropriation of \$1,289.09. Had we had a "clean slate" at the beginning of the year we should have been able to have kept within the appropriation; as it is, we have now outstanding bills due and that must be paid from the coming year's appropriation of \$1,308.10.

We have curtailed on every hand. There is now, and has been throughout the year, a call from all of the teachers for more supplies. It is a just demand, and should be granted. Had we had at the beginning of the year \$18,500.00, we should have been able to pay the last year's deficit and paid all our bills and given teachers the needed supplies.

Your Committee, after expending much time and labor upon the subject, awarded the contract for heating the William Thayer building to the Magee furnace company. They did the town a first class job, and the plant is doing excellent work. The building is now thoroughly heated and ventilated which was never done before, and with less fuel. The town appropriated \$2,500.00 for the work.

We have expended \$2,030.62, returning \$469.38 to the town treasury.

The heating apparatus in the Horace Mann building is in very bad condition. It is doubtful if it will last through this school year. Something must be done at once. Several days thus far, this winter, some of the rooms could not be heated above 50 degrees. We have had expert heating men look the furnace over and they say it cannot be repaired. A new plant must be put in the building. It has been estimated that the cost will not exceed \$5,000.00. Your Committee, therefore, recommend that the town appropriate \$5,000.00 for the purpose of placing a new heating apparatus in the Horace Mann building, and that the work be left in the hands of the school committee.

#### Recommendations:

For school purposes and to pay this year's deficit, \$18,500 00

For new heating plant in the Horace Mann building,	5,000 00
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AMBROSE J. GALLISON,  
For the Committee.





